

# BP “READ ON” PROJECT

## Paired Reading & Thinking

### Phase 1 Training: Resource Materials

The majority of the resource materials for the first training day were photocopied (as permitted by the copyright specifications) from these books:

K. J. Topping (1995). *The Paired Reading, Spelling and Writing: The handbook for teachers and parents*. London & New York: Cassell (ISBN 0-304-32942-8)

K. J. Topping (1988). *The Peer Tutoring Handbook: Promoting co-operative learning*. Cambridge, Massachusetts: Brookline (ISBN 0-914797-43-3)

These items are not (and cannot be) reproduced here. For further details about these books (which you could order on inter-library loan from your local library), see the author's website at:

[www.dundee.ac.uk/fedsoc/kjtopping](http://www.dundee.ac.uk/fedsoc/kjtopping)

# BP “READ ON” PROJECT

## Paired Reading & Thinking

### RESOURCE MATERIALS FOR TEACHERS

Each SCHOOL will have:

Copy of Red Book (Paired Reading, Spelling & Writing)  
Copy of Training Video  
Copy of Video Notes

Each CLASSTEACHER will have:

(all photocopy masters except +; number of sides in brackets; \* = not in Red Book)

How To Do It Sheet (text) (1) \*  
How To Do It Flowchart (1) \*  
PR Technique Checklist (1)  
Planning Proforma (2)  
Information for Parents (1) \*  
Reading Record Sheet (1)  
Timeline for Planning, Organisation & Evaluation (1)\*  
Primary Reading Test specimen (4) +  
Evaluation Questionnaire (Tutees) (1)  
Evaluation Questionnaire (Tutors) (1)  
Evaluation Questionnaire (Teachers) (1)

# **BP “READ ON” PROJECT**

## **FIRST TRAINING DAY FOR TEACHERS**

- 10.00 - 10.15 Welcome & Key Issues
- 10.15 - 10.20 Introduction to each other
- 10.20 - 10.25 Introduction to Peer Tutoring
- 10.25 - 10.30 Introduction to Project Materials
- 10.30 - 11.00 Paired Reading: What Is It?
- 11.00 - 11.15 Paired Reading: Practice
- 11.15 - 12.15 Paired Reading: Organising it in Schools
  
- 12.15 - 1.15 Lunch
  
- 1.15 - 1.30 The Effectiveness of Paired Reading
- 1.30 - 1.45 Paired Reading & Thinking
- 1.45 - 2.00 Evaluating Paired Reading & Thinking
- 2.00 - 2.30 Questions & Discussion (whole group)
- 2.30 - 2.45 Local Authority Groupings  
(identifying LA & UoD supporters, considering allocation to schools)
- 2.45 - 3.15 School Groupings  
(initial task allocation, arranging planning meetings, numbers in PRT & control groups)
- 3.15 - 3.45 Plenary  
(remaining questions & recording schools, supporters, numbers)
- 3.45 - 4.00 National & local publicity, BP promotional resources, national launch conference. Thanks and End.

# PEER TUTORED PAIRED READING - HOW TO DO IT

## WHAT TO READ

Books, Magazines, Newspapers - from School, Library or Home  
Tutees usually choose what interests them - but be careful the tutor is not bored!  
Check how hard books are when you choose them (5 finger test)  
Book must not be too hard for the **tutor** to read - ask the teacher if you are not sure

## TIME and PLACE

At least 3 times each week for 15-20 minutes  
Find the quietest place you can  
Sit comfortably side by side - so you both can see the book easily

## TALK

Talk together about the book (words and pictures)  
Talk before you start, while you are reading, and at the end  
Talk to make sure the tutee understands  
Ask the teacher about anything you do not understand - or look it up!

## MISTAKES

If tutee says a word wrong, tutor waits for **them** to put it right (up to 5 seconds)  
If they don't, tutor says word right, and tutee repeats it correctly - then carry on

## TUTOR PRAISE

Praise for good reading of hard words or longer sections  
Praise for tutee putting their own mistake right before tutor  
Praise very often, in different words - and smile and sound as if you mean it!

## READING TOGETHER

On hard books and hard bits, Read Together  
Tutor matches their reading speed to that of the tutee  
Point to words only if you really need to

## READING ALONE

Agree on tutee's signal to Read Alone (tap, knock, nudge)  
At signal, tutor praises and stops Reading Together  
When tutee Reading Alone makes a mistake - - - -  
If tutee puts it right in 4-5 seconds, tutor praises  
If not, tutor reads word, tutee repeats, and pair **go back to Reading Together**  
Tutee signals again when ready, and so on . . . .

**NOTES** - remember to fill in your reading record card at the end of each session

# PEER TUTORED PAIRED READING

## HOW TO DO IT

### WHAT TO READ

Books, Magazines, Newspapers - from School, Library or Home

Tutees usually choose what interests them - but be careful the tutor is not bored!

Check how hard books are when you choose them (5 finger test)

Book must not be too hard for the **tutor** to read - ask the teacher if you are not sure

## **TIME and PLACE**

At least 3 times each week for 15-20 minutes

Find the quietest place you can

Sit comfortably side by side - so you both can see the book easily

## **TALK**

Talk together about the book (words and pictures)

Talk before you start, while you are reading, and at the end

Talk to make sure the tutee understands

Ask the teacher about anything you do not understand - or look it up!

## MISTAKES

If tutee says a word wrong, tutor waits for **them** to put it right (up to 5 seconds)

If they don't, tutor says word right, and tutee repeats it correctly - then carry on



## **TUTOR PRAISE**

Praise for good reading of hard words or longer sections

Praise for tutee putting their own mistake right before tutor

Praise very often, in different words - and smile and sound as if you mean it!

## **READING TOGETHER**

On hard books and hard bits, Read Together

Tutor matches their reading speed to that of the tutee

Point to words only if you really need to

## READING ALONE

Agree on tutee's signal to Read Alone (tap, knock, nudge)

At signal, tutor praises and stops Reading Together

When tutee Reading Alone makes a mistake - - - -

If tutee puts it right in 4-5 seconds, tutor praises

If not, tutor reads word, tutee repeats, and pair **go back to Reading Together**

Tutee signals again when ready, and so on . . . .

## **NOTES**

Remember to fill in your reading record card at the end of each session

# PAIRED READING TRAINING

## USE OF THE VIDEOTAPE

The videotape contains seven demonstrations of Paired Reading - two between parent and child, one between adults, and four between peers. You need to choose the sequences which seem most relevant to your objectives. Showing two or three during one training meeting is optimum. As well as tutor type, you might want to choose by chronological age, reading level, gender match or ethnic origin, for example.

Although all the demonstrations have many good points, none is absolutely perfect. Good and bad points of each sequence are listed in the details which follow. The intention is that you refer to the good and bad points of each demonstration to make teaching points (before the audience sees it - so they know what to look for; or during the showing by pausing or stilling the tape (check that this does not cause unpleasant interference on your system); or after the demonstration, in retrospect.

For ease of use, the following notes give the approximate time elapsed (minutes + seconds) as you move through each sequence at normal play speed, so fast forward will enable you to find a specific sequence quickly from the time elapsed display on the video recorder (if your machine has one). Ensure you have easy and non-distracting access to the controls, and that raising the volume does not make the television set vibrate. The length of each sequence in minutes and seconds is given after its title.

The sequences were shot in Yorkshire, Canada and the USA, which is reflected in the accents of the pairs.

## 00.00 START OF TAPE

### 00.14 READING TOGETHER - LEANNE AND MOTHER (3.10)

A 6-7 year old emergent reader. Only Reading Together. Very good synchrony.

Good

- + Synchrony
- + Praise
- + Discussion

Other

- > Obvious enjoyment
- > Child pointing to words, not mother
- > Only 1 correction necessary in Reading Alone - but mother misses another

### 03.24 READING ALONE AND TOGETHER - JASON AND FATHER (5.41)

A 12 year old boy with erratic visual attention when reading, switching from Reading Together to Reading Alone and back again. Jason's signal for Reading Alone is a tap with the finger he uses to scan under the (dense) text to help keep his eyes in the right place. Good discussion.

Good

- + Synchrony
- + **Usually** full 4-5 second pause
- + This results in several self-corrections
- + Correction - nothing missed
- + Praise
- + Discussion
- + Obvious enjoyment

Bad

- Father returns to Reading Together after a discussion inappropriately
- Occasional pause too short

### 09.05 READING ALONE AND TOGETHER - MARTA AND LORRAINE (4.07)

A volunteer adult tutor (Lorraine) helps an adult with reading difficulty (Marta). This pair use a 1-2-3 countdown to help them start exactly together. Marta's signal for Reading Alone is a finger tap. Excellent demonstration of the 4-5 second pause.

Good

- + Synchrony - usually
- + 4-5 second pause
- + Praise - continuous albeit low-key, even between adults
- + Praise for tutee signalling for Reading Alone

. . . . continued

Bad

- Tutor reads long words quickly, leaving tutee to echo

- Discussion only at end in danger of becoming like a test

Other

- > Occasional finger point to error word by tutor

### **13.12 READING TOGETHER - CHRISTOPHER AND SALLY (3.00)**

Peer tutor Sally helps her tutee Christopher - both are seven years old. Only Reading Together.

Good

- + Synchrony - usually (least good at the start)
- + Correction (e.g. "fields"), although few instances of this

Bad

- No praise
- No discussion

Other

- > Tutee slows on difficult words (e.g. first encounter with "blackcurrant")

### **16.10 READING ALONE AND TOGETHER - CAROLINE AND JULIE (2.43)**

Eighteen year old "peer" tutor Julie helps 12 year old tutee Caroline, whose signal for Reading Alone is a bang on the book - exaggerated so the viewers will not miss it. This book is relatively easy for this tutee, so much Reading Alone ensues. The ethos of the tutoring relationship is very positive.

Good

- + Correction
- + Praise (although could be more)
- + Enjoyment obvious
- + Warm and empathic relationship

Bad

- Correction often too quick - not 4-5 seconds - but N.B. tutee's reading speed
- No discussion

### **18.53 READING ALONE AND TOGETHER - DOMINIQUE AND JAMAL (4.00)**

Thirteen year old black youth (Jamal) is peer tutor for 10 year old black girl (Dominique), who tends to rush when reading. This pair use a 1-2-3 countdown to help them start exactly together. Dominique's signal for Reading Alone is a tap on the book. This sequence has some on-screen captions.

Good

- + 4-5 second pause before correcting
- + Praise - continues low-key throughout

Bad

- No discussion

### **22.53 READING ALONE AND TOGETHER - BARRETT AND MARY (5.27)**

This 16 year old same-age pair are of very different reading ability - Barrett is very slow and hesitant, but his peer tutor Mary helps him out. This pair use a 1-2-3 countdown to help them start exactly together. Good synchrony. The tutee's signal for Reading Alone is a finger tap. The text is very complex and archaic - but the tutee's choice! This sequence also has on-screen captions.

Good

- + Synchrony
- + Praise (becomes reasonable after a slow start)
- + 4-5 second pause (too quick early on, better later)

Bad

- Very little discussion (despite the complexity of the text!)

### **28.20 END OF PROGRAMME ON TAPE**



# BP READ ON PROJECT – READING TESTS

## Giving the Tests

The (P6) tutors (and P6 control group children if you have any) do Form 2 at pre-test (early January), Form 2A at post-test (late March), Form 2 again at Follow-up (late June).

The (P3) tutees (and P3 control group children if you have any) do Form 1 at pre-test (early January), Form 1A at post-test (late March), Form 1 again at Follow-up (late June).

Have the children put only their first and second names at the top of the test. The other details are more reliably supplied directly by the classteacher for the whole tested group.

Remember the advice in the inservice day about cueing attitudes and motivation in the children before testing - ensure you set a neutral and balanced but encouraging tone. Decide whether you need to say anything about copying from each other, in relation to how closely the children sit next to each other in your classroom. The children will all need pencils or pens ready and working before starting.

A suggested script for telling the children how to do the test and talking them through the preliminary practice items is given in the test manual on page 3 onwards. Do not deviate much from this.

You do not need to mark or score the tests – this will be done at the University and the results fed back to you.

## Returning the Forms

Return the forms to the university (see address below) straight away after each testing.

Send forms from P6 Tutors, P6 Controls, P3 Tutees, P3 Controls bundled separately and clearly marked as such.

If children in any of the four groups above come from more than one class, subdivide their forms into separate bundles for each class also, and mark each bundle with the name of the classteacher(s).

If you have any P2 or P7 children involved, keep them in separate labelled bundle as well.

Mark every bundle with the date of testing (because different classteachers might test on different days).

**Continued overleaf . . . . .**

⇒

**After pre-test only**, send in a list of all names and exact dates of birth of all children (perhaps photocopied from the class register), marking M or F any case where the gender of the child is not absolutely clear from their name or the listing.

### List of Pairings

A couple of weeks after tutoring starts, and pairings have settled down and any necessary adjustments made, please send in to the University a list of matchings (who is tutoring who). (This will enable an analysis of effectiveness in relation to ability and gender differential in the pair, to supplement the analysis by reading level of the partners).